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ABSTRACT

Provided in working draft form is a matrix for developing written program plans (at either the school, district, State Department, or Regional Office of Education planning levels) for educating gifted and talented students. The matrix contains separate columns for elements, objectives, and implementation and focused on the following major elements: position statement, planning tasks, goals, objectives, programs, budgetary considerations, and strategies for change. The implications of each element are expanded in the column entitled "Objectives", and suggested activities are listed under "Implementation". Extensive appendixes include an informational inventory on programs for gifted students in Colorado schools, a survey on state provisions for the gifted developed by the National/State Leadership Training Institute on the Gifted and Talented, a breakdown of budgetary considerations and examples of use of the matrix to develop written state plans in Arizona and South Carolina. (DB)

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Developing A Written Plan for the Education of Gifted and Talented Students

A Matrix for the National Summer Institute on the Education of the Gifted and the Talented

Revised Edition

by
IRVING S. SATO
MARTIN BIRNBAUM
JANE EARLY LoCICERO

OFFICE OF THE VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
Ventura, California

June, 1974

Working Draft

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A Matrix for the National Summer Institute on the Education of the Gifted and the Talented

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June, 1974

Sponsored by:

National/State Leadership Training
Institute on the Gifted and the Talented
Civic Center Tower Building
316 West Second Street, Suite PH-C
Los Angeles, California 90012

Irving S. Sato, Project Director

Administered by the Office of the Ventura
County Superintendent of Schools, James F. Cowan,
Superintendent

In cooperation with the Office of Gifted
and Talented in the United States Office
of Education, under the Education Professions
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Ruth A. Martinson, Professor Emeritus at the California State University at Dominguez
assisted the team with some revisions.

The writers were fortunate in being able to draw insights and generalizations from s
existing materials. These included the regulations of the California State Departmen
Education, materials from that agency's publication Education of Mentally Gifted Min
and the Colorado State Department of Education's "Informational Inventory on Provisi
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Introduction

Developing a Written Plan for the Education of Gifted and Talented Students has been developed to facilitate the writing of plans that meet individual needs. It is intended as a framework upon which a comprehensive course of action can be built regardless of the agency in which the plan originates. This document may be used productively by a school, district, State Department, or Regional Office of Educatio

In most instances, the primary responsibility for implementing the objectives of the Plan rests with the coordinator of programs for gifted and talented students within the given agency. Evidence shows that designating a full-time staff position in the education of the gifted and the talented is the most effective and efficient means o conducting essential activities. In this document, coordinator of programs for gifted and talented refers to an individual--either full-time or part-time--who has responsibilities for such programs. It is strongly recommended that a representative task force be formally appointed whenever appropriate to provide specific guidance and broad involvement. Nevertheless, primary responsibility should rest with one individual or agency.

Although these guidelines are presented in linear form, they are not intended as a chronological sequence of tasks. Rather, many activities may proceed simultaneously. A timeline with approximate deadlines should be incorporated into the Written Plan.

ELEMENTS

The matrix for the Written Plan is divided into three columns. The first column indicates the major element under consideration. The major elements of a Written Plan as presented here are the following:

1. Position Statement
2. Planning Tasks
3. Goals
4. Objectives
5. Programs
6. Budgetary Considerations
7. Strategies for Change.

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Position Statement
Planning Tasks
Goals
Objectives
Programs
Budgetary Considerations
Strategies for Change.

OBJECTIVES

The implications of each element have been expanded in the second column, entitled "Objectives."

IMPLEMENTATION

To achieve the objectives, those responsible ought to consider the suggested activi listed under "Implementation of Objectives." Whenever possible, reference is made the text to appropriate "Appendices" for samples of materials which may be adapted individual use.

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TION

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er "Implementation of Objectives." Whenever possible, reference is made in
o appropriate "Appendices" for samples of materials which may be adapted for
use.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
1. Position Statement	1.1 Develop a written statement of the agency's position on education of the gifted and the talented.	1.1.1 Delineate the purposes gifted and talented ed with appropriate Natio State, and Regional co tions. 1.1.2 Extrapolate pertinent tion from the Commissi Report to Congress and relevant publications.

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
Statement	1.1 Develop a written statement of the agency's position on education of the gifted and the talented.	1.1.1 Delineate the purposes for gifted and talented education with appropriate National, State, and Regional considerations. 1.1.2 Extrapolate pertinent information from the Commissioner's Report to Congress and other relevant publications.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
2. Planning	2.1 Assess <u>needs</u>.	2.1.1 Gather information from colleges and universiti SEAs, LEAs, government agencies, and general p (including parents, com leadership, industry, e determine discrepancy b current status and desi condition. 2.1.2 Dialogue with gifted an talented students. 2.1.3 Summarize and analyze p ing input.
	2.2 Review research on gifted and talented.	2.2.1 Work in cooperation wit existing research-orien resources (e.g., ERIC C inghouse for Handicappe Gifted Children, Region Labs, universities and colleges; private R & D agencies).
	2.3 Survey <u>history</u> and <u>current status</u> of gifted and talented programs within the Region, State, district, or school.	2.3.1 Design and conduct a co hensive survey to colle information and data re - current and past prog for gifted and talent

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
	2.1 Assess <u>needs</u>.	2.1.1 Gather information from colleges and universities, SEAs, LEAs, government agencies, and general public (including parents, community leadership, industry, etc.) to determine discrepancy between current status and desirable condition. 2.1.2 Dialogue with gifted and talented students. 2.1.3 Summarize and analyze preceding input.
	2.2 Review research on gifted and talented.	2.2.1 Work in cooperation with existing research-oriented resources (e.g., ERIC Clearinghouse for Handicapped and Gifted Children, Regional Labs, universities and colleges; private R & D agencies).
	2.3 Survey <u>history</u> and <u>current status</u> of gifted and talented programs within the Region, State, district, or school.	2.3.1 Design and conduct a comprehensive survey to collect information and data regarding - current and past programs for gifted and talented

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
2. Planning (cont.)		2.3.1 (cont.) - current attitudes tow gifted and talented programs. (For sample survey, see attached documents, App A and Appendix B.) 2.3.2 Contact and visit ongoi gifted and talented pro 2.3.3 Interact with active re ers and other practitio 2.3.4 Describe in brief histo narrative the extent an directions of changes i gifted and talented pro
	2.4 Define gifted and and talented as these terms will apply in the Region, State, district, or school.	2.4.1 Utilize foregoing areas "Position Statement" an "Planning" to arrive at definition. (Caution: definition should limit population to those who have special needs but inclusive enough to enc experimental efforts. Appendices A and B for definitions.)

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
(cont.)		2.3.1 (cont.) - current attitudes toward gifted and talented programs. (For sample survey, see attached documents, Appendix A and Appendix B.) 2.3.2 Contact and visit ongoing gifted and talented programs. 2.3.3 Interact with active researchers and other practitioners. 2.3.4 Describe in brief historical narrative the extent and directions of changes in the gifted and talented program.
	2.4 Define gifted and and talented as these terms will apply in the Region, State, district, or school.	2.4.1 Utilize foregoing areas of "Position Statement" and "Planning" to arrive at this definition. (Caution: The definition should limit the population to those who truly have special needs but be inclusive enough to encourage experimental efforts. See Appendices A and B for sample definitions.)

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
2. Planning (cont.)	2.5 Determine potential <u>scope</u> and <u>size</u> of ultimate programs.	2.5.1 Base determination upo National Incidence Fig other available statis data which apply to th approved definition.
	2.6 Refine and synthesize individual State <u>pur-poses</u> for gifted and talented education.	2.6.1 Exchange ideas and inf with other educational cies and information s (e.g. ERIC Clearingho N/S-LTI-G/T, etc.). 2.6.2 Observe gifted and tal programs in operation. 2.6.3 Synthesize needs asses research, and survey i make local adaptations appropriate.

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
ng (cont.)	2.5 Determine potential scope and size of ultimate programs.	2.5.1 Base determination upon National Incidence Figures and other available statistical data which apply to the approved definition.
	2.6 Refine and synthesize individual State purposes for gifted and talented education.	2.6.1 Exchange ideas and information with other educational agencies and information systems (e.g. ERIC Clearinghouse, N/S-LTI-G/T, etc.). 2.6.2 Observe gifted and talented programs in operation. 2.6.3 Synthesize needs assessment, research, and survey input; make local adaptations as appropriate.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
3. Goals	3.1 Translate purposes (see 2.6 above) into program goals for gifted and talented students.	3.1.1 Obtain input from pers representing a cross-s of the Region, State, trict, or school. 3.1.2 Determine the program for gifted and talente students.

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
	3.1 Translate purposes (see 2.6 above) into program goals for gifted and talented students.	3.1.1 Obtain input from personnel representing a cross-section of the Region, State, district, or school. 3.1.2 Determine the program goals for gifted and talented students.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVE
4. Objectives	4.1 Refine program goals into specific objectives for gifted and talented students.	4.1.1 Develop sample learner tives which may be use guidelines. 4.1.2 Examine alternate lear objectives, and select appropriate ones for g and talented students. Develop other objectiv necessary.
	4.2 Build evaluation mechanism to accompany the learner objectives.	4.2.1 Establish minimum eval standards and criteria 4.2.2 Set up a system for mo programs. 4.2.3 Insure that learner ob developed contain mech for evaluation.

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
es	4.1 Refine program goals into specific objectives for gifted and talented students.	4.1.1 Develop sample learner objectives which may be used as guidelines. 4.1.2 Examine alternate learner objectives, and select appropriate ones for gifted and talented students. Develop other objectives as necessary.
	4.2 Build evaluation mechanism to accompany the learner objectives.	4.2.1 Establish minimum evaluation standards and criteria. 4.2.2 Set up a system for monitoring programs. 4.2.3 Insure that learner objectives developed contain mechanisms for evaluation.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVE
5. Programs	5.1 Identify the target population by employing specific multiple criteria.	5.1.1 Develop guidelines and tions for the identifi of gifted and talented students. 5.1.2 Develop and implement for identification of and talented students.
	5.2 By employing competency-based criteria, select professionals and other qualified individuals who work with gifted and talented students.	5.2.1 Develop compentency-ba criteria through the i ment of representative fied individuals. 5.2.2 Establish competency-b service and preservice grams for personnel wh with gifted and talent students. 5.2.3 Engage the services of fied individuals for g and talented students.
	5.3 Place gifted and talented students in qualitatively-differentiated educational activities.	5.3.1 Develop various progra options for gifted and ed students. 5.3.2 Develop alternate lear processes appropriate gifted and talented st in program(s).

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
	5.1 Identify the target population by employing specific multiple criteria.	5.1.1 Develop guidelines and regulations for the identification of gifted and talented students. 5.1.2 Develop and implement process for identification of gifted and talented students.
	5.2 By employing competency-based criteria, select professionals and other qualified individuals who work with gifted and talented students.	5.2.1 Develop compentency-based criteria through the involvement of representative qualified individuals. 5.2.2 Establish competency-based in-service and preservice programs for personnel who work with gifted and talented students. 5.2.3 Engage the services of qualified individuals for gifted and talented students.
	5.3 Place gifted and talented students in qualitatively-differentiated educational activities.	5.3.1 Develop various program options for gifted and talented students. 5.3.2 Develop alternate learning processes appropriate for gifted and talented students in program(s).

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
5. Programs (cont.)		5.3.3 Select appropriate educ experiences for identif gifted and talented stu
	5.4 Provide continuous in-service on the educatio of gifted and talented students.	5.4.1 Prepare objectives and lines for continuous i on the education of gi talented students for such as administrators, ers, and parents. 5.4.2 Identify and develop s inservice resources (i consultants, materials, tial funding sources, 5.4.3 Implement guidelines f tinuous inservice.
	5.5 Plan the evaluation of gifted and talented programs.	5.5.1 Establish and communic minimum evaluation sta and criteria. 5.5.2 Set up and operate a s for monitoring program 5.5.3 Develop a comprehensiv uation design. 5.5.4 Conduct evaluation. 5.5.5 Recycle evaluation res into program improveme

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
(cont.)		5.3.3 Select appropriate educational experiences for identified gifted and talented students.
	5.4 Provide continuous inservice on the education of gifted and talented students.	5.4.1 Prepare objectives and guidelines for continuous inservice on the education of gifted and talented students for groups such as administrators, teachers, and parents. 5.4.2 Identify and develop specific inservice resources (i.e., consultants, materials, potential funding sources, etc.). 5.4.3 Implement guidelines for continuous inservice.
	5.5 Plan the evaluation of gifted and talented programs.	5.5.1 Establish and communicate minimum evaluation standards and criteria. 5.5.2 Set up and operate a system for monitoring programs. 5.5.3 Develop a comprehensive evaluation design. 5.5.4 Conduct evaluation. 5.5.5 Recycle evaluation results into program improvement.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
6. Budgetary Considerations	6.1 Determine administrative expenses.	6.1.1 Provide cost analysis o following: - Full-time gifted and ed coordinator compar with other program co nators - Program-support budge parable to other prog budgets (e.g. consult services, secretarial travel, office expens materials development reproduction) - Program-operation cos (See Appendix C.)
	6.2 Examine costs of various program alternatives.	6.2.1 Conduct comprehensive cost analysis study of native program models per pupil, classroom un inservice education). 6.2.2 Provide necessary infor to appropriate agencies 6.2.3 Determine cost of pres and inservice training cooperation with SEAs, colleges and universiti

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
y ations	6.1 Determine administrative expenses.	6.1.1 Provide cost analysis of the following: - Full-time gifted and talented coordinator comparable with other program coordinators - Program-support budget comparable to other program budgets (e.g. consultative services, secretarial staff, travel, office expenses, materials development and reproduction) - Program-operation costs. (See Appendix C.)
	6.2 Examine costs of various program alternatives.	6.2.1 Conduct comprehensive excess-cost analysis study of alternative program models (e.g. per pupil, classroom unit, inservice education). 6.2.2 Provide necessary information to appropriate agencies. 6.2.3 Determine cost of preservice and inservice training in cooperation with SEAs, LEAs, colleges and universities.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
6. Budgetary Considerations (cont.)		6.2.4 Establish procedures fo necessary research, and mate expenses which wil incurred. 6.2.5 Estimate cost of compre evaluations. (Refer to
	6.3 Determine program priorities.	6.3.1 Compare results of need assessment, program alt tives, and cost of vari programs.
	6.4 Select and modify program models based upon agency capabilities and resources.	6.4.1 Compare program models agency priorities and available resources. 6.4.2 Negotiate modification proposed programs with priate agencies.

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
ry rations (cont.)		6.2.4 Establish procedures for necessary research, and estimate expenses which will be incurred. 6.2.5 Estimate cost of comprehensive evaluations. (Refer to 5.5.)
	6.3 Determine program priorities.	6.3.1 Compare results of needs assessment, program alternatives, and cost of various programs.
	6.4 Select and modify program models based upon agency capabilities and resources.	6.4.1 Compare program models with agency priorities and all available resources. 6.4.2 Negotiate modifications of proposed programs with appropriate agencies.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVE
7. Strategies for Change	7.1 Develop strategies which can be employed to effect acceptance and application of the Written Plan.	7.1.1 If applicable, develop legislation utilizing tants and other resour 7.1.2 Encourage formation of advocate groups to cre and continuing support gifted education. 7.1.3 Support development of demonstration projects provide sites for obse 7.1.4 Establish system for c cation among operati ects, State agencies, to disseminate informa to increase public awa (e.g., Governor's conf workshops, special pre tions, news media liai etc.).

	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES
for Change	7.1 Develop <u>strategies</u> which can be employed to effect acceptance and application of the Written Plan.	7.1.1 If applicable, develop model legislation utilizing consultants and other resources. 7.1.2 Encourage formation of advocate groups to create wide and continuing support for gifted education. 7.1.3 Support development of ongoing demonstration projects to provide sites for observation. 7.1.4 Establish system for communication among operating projects, State agencies, etc., to disseminate information and to increase public awareness (e.g., Governor's conference, workshops, special presentations, news media liaison, etc.).

COLORADO STATE DEPARTMENT OF EDUCATION

Division of Elementary and Secondary Education
Denver, Colorado 80203

PROGRAMS FOR THE GIFTED CHILD

INFORMATIONAL INVENTORY ON PROVISIONS FOR GIFTED STUDENTS IN COLORADO SCHOOLS (For

by Irving S. Sato
Consultant, Gifted and Creative Child Programs

DIRECTIONS: Please write your responses in the blanks provided to the left of the appropria
Wherever you are asked to record your responses on charts, please place checks
priate columns.

PART I -- GENERAL INFORMATION

_____ 1. What is the name of your school district?

_____ 2. Who is filling out this inventory?
(name and position)

PART II -- IDENTIFICATION OF THE GIFTED

(Definition of gifted -- For this questionnaire, the gifted are those students who consisten
who have shown potential to excel in academic and/or creative (outstanding in such areas as
leadership, art) endeavors. This study does not include athletic talent.)

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1. Overall format and Part II based upon T. Ernest Newland's "Information Inventory
for Gifted Pupils in Illinois Schools," Urbana, University of Illinois.

Appendix A

COLORADO STATE DEPARTMENT OF EDUCATION

Division of Elementary and Secondary Education
Denver, Colorado 80203

PROGRAMS FOR THE GIFTED CHILD

NAL INVENTORY ON PROVISIONS FOR GIFTED STUDENTS IN COLORADO SCHOOLS (Form A)[1]

by Irving S. Sato
Consultant, Gifted and Creative Child Programs

write your responses in the blanks provided to the left of the appropriate questions.
r you are asked to record your responses on charts, please place checks in the appro-
columns.

PART I -- GENERAL INFORMATION

_____ 1. What is the name of your school district?

_____ 2. Who is filling out this inventory?
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PART II -- IDENTIFICATION OF THE GIFTED

d -- For this questionnaire, the gifted are those students who consistently excel or
tial to excel in academic and/or creative (outstanding in such areas as music,
eavors. This study does not include athletic talent.)

mat and Part II based upon T. Ernest Newland's "Information Inventory on Provisions
Illinois Schools," Urbana, University of Illinois.

Yes_____ No_____

3. Many schools use certain standardized tests in the and guidance program. They sometimes use the resu testing to identify gifted students. Is a systema being made to identify gifted pupils in your schoo can receive some type of special attention?

4. If you use the testing program in your schools as identifying the gifted so that they might receive special attention, please check on the chart belo test under the grade or grades at which such testi you do not use tests but make certain other provi tifying the gifted child, please check the grade which you employ other techniques for this purpos

Technique Employed	Grade Level									
	K	1	2	3	4	5	6	7	8	9
a. Intelligence test (s)										
b. Scholastic-apititude test (s)										
c. Achievement test (s)										
d. Interest inventory										
e. Personality profile										
f. Other tests (specify)										
g. Other sources of information										
h. Anecdotal records										
i. Previous school grades										
j. Teacher observations										
k. Observations by others (specify)										
l. Other techniques (specify)										

3. Many schools use certain standardized tests in their counseling and guidance program. They sometimes use the results of this testing to identify gifted students. Is a systematic effort being made to identify gifted pupils in your schools so that they can receive some type of special attention?

4. If you use the testing program in your schools as a way of identifying the gifted so that they might receive some kind of special attention, please check on the chart below each type of test under the grade or grades at which such testing occurs. If you do not use tests but make certain other provisions for identifying the gifted child, please check the grade or grades at which you employ other techniques for this purpose.

e Employed	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
test (s)													
titude test (s)													
est (s)													
ntory													
rofile													
specify)													
of information													
ords													
ol grades													
vations													
by others (specify)													
ues (specify)													

5. If you use I.Q. as one of the factors in identifyin what I.Q. or percentile do you consider the minimum limit?

6. What specific standardized tests (i.e., I.Q. tests, tests, etc.) do you use for identifying gifted chil

7. In the space provided below, please make any additi about the identification of the gifted in your scho

PART III -- TYPES OF PROGRAMS FOR THE GIFTED

(Definition of enrichment -- "Enrichment consists in educational offerings which extend or offered in regular classes and which permit a pupil to apply the subject matter he learns a his knowledge in formulating generalizations."[2])

(Definition of acceleration -- Acceleration consists of two basic types: "Accelerated prog the pupil advances through the grades at a greater than normal rate by skipping a part of a whole grade. Accelerated introduction of content means that the pupil advances through the the regular curriculum in less than the prescribed period of time."[3])

2. Ruth A. Martinson, Special Programs for Gifted Pupils, Sacramento, State Department 1962, pp. 65-66.

3. Ibid., p. 68.

5. If you use I.Q. as one of the factors in identifying the gifted, what I.Q. or percentile do you consider the minimum, or the lower limit?

6. What specific standardized tests (i.e., I.Q. tests, achievement tests, etc.) do you use for identifying gifted children?

7. In the space provided below, please make any additional remarks about the identification of the gifted in your school.

PART III -- TYPES OF PROGRAMS FOR THE GIFTED

ichment -- "Enrichment consists in educational offerings which extend or replace those classes and which permit a pupil to apply the subject matter he learns and to utilize formulating generalizations."[2])

eleration -- Acceleration consists of two basic types: "Accelerated progress means that through the grades at a greater than normal rate by skipping a part of a grade or a lerated introduction of content means that the pupil advances through the sequence of ulum in less than the prescribed period of time."[3])

artinson, Special Programs for Gifted Pupils, Sacramento, State Department of Education, 68.

(Definition of special grouping -- Special grouping refers to any type of grouping employed t
learning for the gifted.)

8. Please describe briefly enrichment activities for th
which you use in your district.

9. Please describe briefly acceleration activities for
which you employ in your district.

10. Please describe briefly special groupings of the gi
in your district.

al grouping -- Special grouping refers to any type of grouping employed to maximize ted.)

8. Please describe briefly enrichment activities for the gifted which you use in your district.

9. Please describe briefly acceleration activities for the gifted which you employ in your district.

10. Please describe briefly special groupings of the gifted you use in your district.

11. What <u>other</u> <u>provisions</u> for the gifted do you make in your di

12. Approximately how many students are involved in your progra for the gifted?

K-6	7-9	1

PART IV -- THE ROLE OF THE STATE DEPARTMENT

13. What services can the State Department of Education render district in the education of our gifted youngsters? Please between immediate and long-range goals.

I.S.S.
August, 1966

11. What other provisions for the gifted do you make in your district?

12. Approximately how many students are involved in your programs for the gifted?

K-6	7-9	10-12

PART IV -- THE ROLE OF THE STATE DEPARTMENT

13. What services can the State Department of Education render to your district in the education of our gifted youngsters? Please differentiate between immediate and long-range goals.

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE
ON THE GIFTED AND THE TALENTED

A SURVEY ON
STATE* PROVISIONS FOR EDUCATION OF GIFTED AND TALENTED PERSONS

STATE OF _____

Chief State School Officer _____

Person Completing This Survey _____
(Name)

_____
(Title)

_____
(Address)

_____
(Date)

* * * * * *

Total Number of School Districts in the State _____

Total Number of Public School Pupils, K-12, in the State _____

Total Number of Private School Pupils, K-12, in the State (if known) _____

* * * * * *

Please return the completed questionnaire by DECEMBER 18, 1972, to

Irving S. Sato
Project Director, N/S-LTI-G/T
Civic Center Tower Building
316 West Second Street, Suite 708
Los Angeles, California 90012.

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* The term State means a State, the Commonwealth of Puerto Rico, Wake Island, Guam, the District of Columbia, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

DIRECTIONS

As utilized by the N/S-LTI-G/T, the gifted and the talented are those who excel consistently or show the potential of excelling consistently in the following areas of human endeavor: academic, creative, kinesthetic (performance skills), and psychosocial (relational and leadership skills).

Of course, various States employ different definitions for their programs. Because these questions were designed to accommodate considerable diversity among States in program development, some items may not fit a given State as well as desired. In such cases, please use approximate judgments and figures. In a few instances, the entries "NA" (not applicable) or "NONE" may have to be used.

Thank you for your cooperation in completing this survey and thus contributing to foundational information on the current status of the education of the gifted and the talented.

* * * * * *

1. STATE LEGISLATION

Indicate in the appropriate column the existence of State statutes, rules or regulations, and the like.	Gifted and Talented ("Yes or "None")	Year in Which First Enacted	Other Related to Gifted and Talented (Specify)	Year in Which First Enacted
1.1 Statute				
1.2 Rule, Regulation, Guideline, Standard, etc.				
1.3 Executive Policy, Mandate, Directive, or Recommendation				
1.4 Other (Specify) _____ _____ _____				
1.5 Briefly describe (a) the nature of the funding formula for the gifted and the talented and (b) the total amount alloted for funding to districts by the State.	_____ _____ _____			

2. FEDERAL AND NON-FEDERAL EXPENDITURES IN THE STATE

In supplying the following information for the current school year, indicate by checking the appropriate column the current use of funds for the education of gifted and talented persons.	School Program Expenditures for Gifted and Talented		Administrative Salaries and Expenses for State Dept. of Educ. Personnel in the Area of Gifted and Talented	
	Yes	No	Yes	No
2.1 ESEA, Title I (Educationally Deprived)				
2.2 ESEA, Title II (Library Assistance)				
2.3 ESEA, Title III (Supplementary Educational Centers and Services)				
2.4 ESEA, Title V (State Departments of Education				
2.5 Model Cities				
2.6 Higher Education Act (Specify titles)				
2.7 Arts and Humanities Act				
2.8 Economic Opportunity Act (Head Start, etc.)				
2.9 Private funding (Specify)				
2.10 Other (Specify)				

3. DEPLOYMENT OF STATE DEPARTMENT OF EDUCATION PERSONNEL

Indicate the number of State Department of Education personnel assigned to work with provisions for gifted and talented persons, according to the approximate percentages of time listed below.

	Gifted and Talented	Other Related (Specify)
3.1 Number of persons who devote 100% of time to responsibilities in this area		
3.2 Number of persons who devote approximately 75% of time to responsibility in this area		
3.3 Number of persons who devote approximately 50% of time to responsibility in this area		
3.4 Number of persons who devote approximately 25% or less of time to responsibility in this area		
3.5 Place a check in the appropriate column if no one is specifically assigned to this area.		

* * * * * *

3.6 What is the position of the individual who sets State Department policy in the area of education of gifted and talented persons? _____

* * * * * *

3.7 List what you consider to be the five most effective services offered by State Department of Education personnel with assigned responsibility in the area of gifted and talented (e.g., "Teacher Training," "Research").

3.7.1 _____

3.7.2 _____

3.7.3 _____

3.7.4 _____

3.7.5 _____

* * * * * *

3.8 List what you consider to be the five services relating to gifted and talented that are most in need of improvement.

3.8.1 _____

3.8.2 _____

3.8.3 _____

3.8.4 _____

3.8.5 _____

4.1 What is the earliest date of which you are aware in which any kind of special attention in your State was given to gifted and talented students? _____

* * * * * *

4.2 What grade levels are principally involved in the present program(s)? Circle all which apply.

Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Post-12

* * * * * *

4.3 Supply as much of the following information as is available for programs in your State which you believe to be the most outstanding in furthering the development of gifted and talented youngsters. Include not only programs operated or supported directly by the State Department (e.g., Governor's School of North Carolina) but also private school programs and programs supported by philanthropic organizations.

School District or Administrative Agency (Name the school if restricted to a single building or to a private school. Select only 1-5 school agencies.)	Check Source of Funds				Approximate Number of Gifted and Talented Students Served	Brief description of program features (e.g., early admission, junior high school humanities seminar, high school leadership training course, specially-selected teachers, special funds and facilities)
	Public					
	Federal	State	Local	Private Sources		
4.3.1						
4.3.2						
4.3.3						
4.3.4						
4.3.5						

* * * * * *

(4. Continued)

4. PROGRAM(S) (Continued)

4.6 Have any local school districts prepared and distributed curricular materials, research studies, and other information for or about gifted and talented persons or their programs? Yes _____ No _____

If YES, please give names of the district(s), and specify titles or give general nature of materials:

4.6.1 _____

4.6.2 _____

4.6.3 _____

4.6.4 _____

4.6.5 _____

4.6.6 _____

* * * * * *

4.7 Select one outstanding teacher of the gifted in your State.

Name _____

Specific Assignment(s) _____

Address _____

_____

Phone No. _____

5.1 Supply the requested information below for formal or informal parent or lay groups for gifted and talented active in your State. (If none, write "NONE.")

Group	Contact Person	Address	Phone Number
5.2.1			
5.2.2			
5.2.3			
5.2.4			
5.2.5			

* * * * * *

5.2 Indicate the following for State or local organizations for the gifted and the talented: (If none, write "NONE.")

Organization	Contact Person	Address	Phone Number
5.3.1			
5.3.2			
5.3.3			
5.3.4			
5.3.5			

* * * * * *

5.3 Give the following information for private programs and/or schools for the gifted and the talented in your State.

Name	Address	Phone Number
5.4.1		
5.4.2		
5.4.3		
5.4.4		
5.4.5		

6. COLLEGES AND UNIVERSITIES

6.1 Indicate the name and location of the college or university in your State best prepared to offer leadership in training professionals to work with gifted and talented pupils. (If none, write "NONE"; if more than one, include them all.)

6.1.1 _____

6.1.2 _____

6.1.3 _____

6.2 For each institution cited above, name the individual responsible for present (or potential) gifted programming:

6.2.1 _____

6.2.2 _____

6.2.3 _____

6.3 If your answer to question #6.1 is "None," which out-of-state college or university able to provide such leadership is geographically closest to you?

_____

6.4 What do you consider the most important training elements in preparing professionals in your State to work with the gifted and the talented (e.g., psychology of giftedness)? Use course titles if you prefer.

6.4.1 _____

6.4.2 _____

6.4.3 _____

6.4.4 _____

6.4.5 _____

* * * * * *

(6. Continued)

6. COLLEGES AND UNIVERSITIES (Continued)

6.5 Please list the locations, coordinators, and costs of summer institutes and/or workshops on gifted and talented in your State.

Location (Incl. Address)	Coordinator	Cost

* * * * * * * * * * * *

Any other comments would be greatly appreciated.

Appendix C

BUDGETARY CONSIDERATIONS

To provide for practical projections of State costs involved in initiating and maintaining qualitatively different programs for the gifted and the talented, the SEA should assist the Director, Gifted and Talented Programs to conduct necessary cost analyses. Among the items to be considered should be the following:

I. Financial considerations for SEA operations

   A. Full-time Director of Gifted and Talented Programs comparable to other SEA program directors

   B. Program support

      1. Other professional staff members

      2. Secretarial and clerical staff

      3. Office expenses--e.g., space rental, equipment, materials, communications, etc.

      4. Materials development and reproduction

      5. Consultative services for program development at SEA level

         a. Administrative--e.g., evaluation, research, etc.

         b. Curricular

      6. Inservice education for extending and articulating educational opportunities for gifted and talented

         a. Professionals (teachers, guidance personnel, administrators) who work with gifted and talented students

         b. Parents and other lay members of the community

      7. Comprehensive program evaluation

      8. Travel

         a. Intra-state travel for program administration

         b. Intra-state and inter-state program visitations

         c. Participation in conferences, meetings, institutes, and workshops related to the education of the gifted and the talented

II. Budgetary considerations for LEA operations

A. Program administration

1. Coordinator for the education of the gifted and the talented--full-time if district maintains a sizeable program (In any case, one individual--full-time or part-time--should be designated to coordinate the district program)

2. Support services

a. Secretarial and clerical staff

b. Office expenses

c. Materials development and reproduction

d. Consultative services for program development at LEA level

e. Inservice education for extending and articulating educational opportunities for the gifted and the talented

f. Comprehensive program evaluation

g. Travel

B. Identification based upon a developmental case study

1. Psychologist(s)

2. Counselor(s)

3. Various psychometric instruments

4. Questionnaires, attitudinaires, etc.

C. Educational Programs

1. Teacher salaries

2. Paraprofessional assistance

3. Instructional materials and equipment

In conducting the above study, the SEA should be certain to include cost analyses of various program alternatives, with particular attention to the excess-costs involved in the qualitatively different programs. The excess-costs study, which will serve as the foundation for determining extent of State financial assistance, should be adequately funded by the State. This study requires the cooperation of the SEA with LEAs and colleges and universities. Utilizing the results from this study as well as the results from the needs assessment, the SEA with the counsel of the State Advisory Committee should determine State program priorities.

Appendix D

A STATE PLAN
FOR THE EDUCATION OF
GIFTED AND TALENTED CHILDREN

July, 1973

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ACKNOWLEDGEMENTS

State Plan developed and written by

Donald M. Johnson, Program Specialist, Division of Special Education
Arizona Department of Education

Carol Norris, Deputy Associate Superintendent
Arizona Department of Education

Annette Engel, Ph.D., Director, Pupil Personnel Services
Roosevelt School District #66

David Byrn, Administrative Assistant
Washington School District #6

Mrs. Helen Sherer, Parent
Representative of Parent Organizations for Gifted

The writers of this plan wish to express appreciation to the following specialis
their direct assistance in reviewing, editing, and offering constructive critici
during the preparation of this document:

Jeanne L. Delp, Coordinator, Gifted Programs
Garden Grove Unified School District

James J. Gallagher, Ph.D., Professor of Education, University of
North Carolina

Sandra N. Kaplan, Consultant on Programs for the Gifted,
Inglewood Unified School District

Raymond A. McGuire, Ed.D., Superintendent of Schools,
Adams County #14, Commerce City, Colorado

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William G. Vassar, Consultant for Gifted and Talented Programs
Connecticut State Department of Education.

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Connecticut State Department of Education.

POSITION STATEMENT

The gifted and talented are those children and youth whose abilities, talents, and potential for accomplishment are so outstanding that they require a variety of spec provisions to meet their educational needs. As children, they are found in all rac socioeconomic groups, geographic locales and environments; as adults, they are the leaders in government, medicine, invention, the creative arts, the communicative ar philosophy, industry, science, and many other fields. In a democratic society whic seeks to offer educational opportunities appropriate to each child's ability, it is incumbent to provide for the unique needs of the gifted and talented.

As a result of forward-looking legislation enacted in 1971, Arizona became one of first states in the nation to provide a system of financial support for programs fo the gifted and talented. Arizona Revised Statutes now recognize giftedness as an of exceptionality and provide for reimbursement to those school districts which imp ment programs appropriate to the needs of these children.

The State Department of Education is committed to the philosophy of providing progr for the gifted and talented in accordance with exisiting statutes, guidelines, and Board policy. Further, it is the position of the Arizona Department of Education actively promote and help develop programs for gifted and talented students at all educational levels. This document is a plan to bring into reality the intent of th Arizona Legislature.

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Legislature.

1. NEEDS STATEMENT

Gifted and talented children and youth are a unique population, differing markedly from their age peers in abilities, talents, interests, and psychological maturity. The most versatile and complex of all human groups, they suffer the neglect that is typical of all groups with special educational needs. There is an enormous individual and social cost when talent among the state's children and youth goes undiscovered and undeveloped. These children cannot ordinarily excel without assistance. Special services provided to gifted and talented children can and do produce significant and measurable outcomes.

Recent figures gathered by the Bureau for the Gifted and Talented of the United States Office of Education show that about three to five percent of school age youngsters can be characterized as "gifted." On the basis of the 1970-'71 elementary and secondary school population, the United States has between 1.5 and 2.5 million gifted students.

According to the more conservative of these national percentage figures, there are approximately 15,000 gifted students in the state of Arizona.

In 1972-'73 only four school districts applied for approval through the Division of Special Education for programs for gifted and talented students. On an A.D.A. basis there were approximately 600 students participating--only one out of every twenty-five eligible children who could have benefited by special services. This extreme discrepancy evidences an overwhelming need to assist school districts in providing for their gifted and talented students.

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d and talented students.

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
2. Pre-Program Planning	2.1 Review research on gifted and talented.	SEA Gifted and Talented Program Specialist - - - - - - - - - State Planning Team	2.1.1 Attend intensive two week Nat'l Leadership Training Institute on Gifted and Talented, conducted in cooperation with existing research oriented resources (e.g., Nat'l Clearinghouse on Gifted and Talented, Regional Labs , Universities and Colleges).
	2.2 Assess <u>needs</u>.	SEA Gifted and Talented Program Specialist	2.1.2 Attend LTI followup conferences. 2.2.1 Gather information from colleges and universities, LEAs, government agencies, and general public (including parents, community leadership, industry, etc.) to establish discrepancy between current status and desirable condition.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
view research on fted and talented.	SEA Gifted and Talented Program Specialist - - - - - - - - - State Planning Team	2.1.1 Attend intensive two week Nat'l Leadership Training Institute on Gifted and Talented, conducted in cooperation with existing research oriented resources (e.g., Nat'l Clearinghouse on Gifted and Talented, Regional Labs , Universities and Colleges).	July 20, 1973
sess needs.	SEA Gifted and Talented Program Specialist	2.1.2 Attend LTI followup conferences.	June 30, 1974
		2.2.1 Gather information from colleges and universities, LEAs, government agencies, and general public (including parents, community leadership, industry, etc.) to establish discrepancy between current status and desirable condition.	Sept. 1, 1973

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
2. Pre-Program Planning (cont.)	2.3 Refine and synthesize individual State purposes for gifted and talented education.	SEA Gifted and Talented Program Specialist	2.3.1 Exchange ideas and information with other states and information systems (e.g., Nat'l Clearinghouse, N/S-LTI-G/T, etc.) 2.3.2 Synthesize needs assessment and research; make local adaptations as appropriate.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
efine and synthe-ize individual tate purposes for ifted and talented ducation.	SEA Gifted and Talented Program Specialist	2.3.1 Exchange ideas and information with other states and information systems (e.g., Nat'l Clearinghouse, N/S-LTI-G/T, etc.)	July 20, 1973
		2.3.2 Synthesize needs assessment and research; make local adaptations as appropriate.	Nov. 1, 1973

3. GOAL

3.1 Encourage the development, expansion, and improvement of programs for the gi
and talented in the public schools of Arizona.

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talented in the public schools of Arizona.

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
4. Objectives	4.1 Promote and coordinate the development of learner-centered programs for the gifted and talented in Arizona's public schools.	SEA Gifted and Talented Program Specialist	4.1.1 Organize a statewide advisory council for the gifted and talented; this committee to have representatives from the SEA, school administrators, teachers, special education administrators, university personnel, parents and gifted students. 4.1.2 In cooperation with members of the statewide council, disseminate information on initiating, implementing, and evaluating programs for the gifted and talented. 4.1.3 Assist in the planning of inter-district cooperative programs for both regular and summer projects. 4.1.4 In cooperation with participating school districts organize and carry out an exhibit and display of projects and ideas resulting from programs for gifted and talented students.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
Promote and coordinate the development of learner-centered programs for the gifted and talented in Arizona's public schools.	SEA Gifted and Talented Program Specialist	4.1.1 Organize a statewide advisory council for the gifted and talented; this committee to have representatives from the SEA, school administrators, teachers, special education administrators, university personnel, parents and gifted students.	Nov. 1, 1973
		4.1.2 In cooperation with members of the statewide council, disseminate information on initiating, implementing, and evaluating programs for the gifted and talented.	Mar. 1, 1973
		4.1.3 Assist in the planning of inter-district cooperative programs for both regular and summer projects.	June 30, 1974
		4.1.4 In cooperation with participating school districts organize and carry out an exhibit and display of projects and ideas resulting from programs for gifted and talented students.	

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
4. Objectives (cont.)			4.1.5 Cooperate with representatives of business and industry, school districts, community organizations, and other interested groups to establish an "Exploration Scholarship" program for qualified students within the State.
	4.2 Develop a professional and community support base for the promotion of programs for the gifted and talented.	SEA Gifted and Talented Program Specialist - - - - - - - - - - Local Educational Agencies - - - - - - - - - - Parent Organizations - - - - - - - - - - Advisory Council - - - - - - - - - -	4.2.1 Request each school superintendent to nominate one individual in the district to serve as contact person for receiving and disseminating information on programs for the gifted and talented. 4.2.2 Utilize members of existing parent councils to expand the number of parent groups throughout the State. 4.2.3 Through the resources of the SEA prepare a statewide TV program on the education of the gifted and talented. 4.2.4 Establish a speakers bureau through the resources of the statewide committee, professional organizations, and the local parent groups.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
		4.1.5 Cooperate with representatives of business and industry, school districts, community organizations, and other interested groups to establish an "Exploration Scholarship" program for qualified students within the State.	Apr. 1, 1974
velop a professional and community support base for the promotion of programs for the gifted and talented.	SEA Gifted and Talented Program Specialist - - - - - - - - - - Local Educational Agencies - - - - - - - - - - Parent Organizations - - - - - - - - - - Advisory Council - - - - - - - - - -	4.2.1 Request each school superintendent to nominate one individual in the district to serve as contact person for receiving and disseminating information on programs for the gifted and talented.	Sept. 15, 1973
		4.2.2 Utilize members of existing parent councils to expand the number of parent groups throughout the State.	June 30, 1974
		4.2.3 Through the resources of the SEA prepare a statewide TV program on the education of the gifted and talented.	Jan. 1, 1974
		4.2.4 Establish a speakers bureau through the resources of the statewide committee, professional organizations, and the local parent groups.	Dec. 1, 1973

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
4. Objectives (cont.)			4.2.5 In cooperation with the Council for Exceptional Children (CEC), establish a State chapter of The Association for the Gifted (TAG). 4.2.6 Arrange for presentations on the education of the gifted and talented to professional educational associations such as the AEA, AFT, ASA, Superintendents, and the School Board Association meetings. 4.2.7 In cooperation with participating school districts, prepare a cassette-slide presentation on existing educational programs for the gifted and talented.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
		4.2.5 In cooperation with the Council for Exceptional Children (CEC), establish a State chapter of The Association for the Gifted (TAG).	Nov. 1, 1973
		4.2.6 Arrange for presentations on the education of the gifted and talented to professional educational associations such as the AEA, AFT, ASA, Superintendents, and the School Board Association meetings.	May 1, 1974
		4.2.7 In cooperation with participating school districts, prepare a cassette-slide presentation on existing educational programs for the gifted and talented.	Apr. 1, 1974

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ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
4. Objectives (cont.)	4.3 Build a mechanism for evaluation of programs for the gifted and talented.	SEA Gifted and Talented Program Specialist	4.3.1 Establish minimum evaluation standards and criteria. 4.3.2 Set up a system for monitoring programs. 4.3.3 Insure that learner objectives developed at the district level have a specific mechanism for evaluation.
	4.4 With the assistance of the council and other available resources, design and conduct inservice orientation programs for teams of school district personnel on the education of the gifted and talented. (A district team would ideally include an administrator, a pupil personnel representative, and two teachers.)	SEA Gifted and Talented Program Specialist - - - - - - - - - - Local Educational Agencies - - - - - - - - - - Advisory Council - - - - - - - - - -	4.4.1 Conduct one statewide conference and other local conferences on the education of the gifted and talented. 4.4.2 In cooperation with State universities and colleges organize teacher training workshops on the art of teaching the gifted and talented. 4.4.3 Attend national and regional conferences on the gifted and talented. 4.4.4 In cooperation with State universities and colleges promote extension classes on teaching the gifted and talented.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
Build a mechanism for evaluation of programs for the gifted and talented.	SEA Gifted and Talented Program Specialist	4.3.1 Establish minimum evaluation standards and criteria.	Mar. 1, 1974
		4.3.2 Set up a system for monitoring programs.	Nov. 1, 1974
		4.3.3 Insure that learner objectives developed at the district level have a specific mechanism for evaluation.	Sept. 1, 1974
With the assistance of the council and other available resources, design and conduct inservice orientation programs for teams of school district personnel on the education of the gifted and talented. (A district team would ideally include an administrator, a pupil personnel representative, and two teachers.)	SEA Gifted and Talented Program Specialist - - - - - - - - - - Local Educational Agencies - - - - - - - - - - Advisory Council - - - - - - - - - -	4.4.1 Conduct one statewide conference and other local conferences on the education of the gifted and talented.	June 30, 1974
		4.4.2 In cooperation with State universities and colleges, organize teacher training workshops on the art of teaching the gifted and talented.	June 30, 1974
		4.4.3 Attend national and regional conferences on the gifted and talented.	June 30, 1974
		4.4.4 In cooperation with State universities and colleges, promote extension classes on teaching the gifted and talented.	June 30, 1974

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ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
4. Objectives (cont.)			4.4.5 Develop a list of available nonprofessional subject area specialists. 4.4.6 Maintain information on ongoing programs that are available for visitation.
	4.5 Establish a communications network for the interchange of information on the education of the gifted and talented.	SEA Gifted and Talented Program Specialist	4.5.1 Conduct local and regional meeting with individual contact persons established in 4.2.1. 4.5.2 Provide technical assistance to LEAs in writing of proposals for gifted and talented programs. 4.5.3 Prepare a monthly article for publication in ALERT. 4.5.4 Prepare an annual report on the status of programs for the gifted and talented in Arizona for distribution to school district personnel, the Arizona State Board, and the Arizona Legislature. 4.5.5 In cooperation with the Special Education Resource Center, establish a clearinghouse (library) for information on the gifted and talented.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
		4.4.5 Develop a list of available nonprofessional subject area specialists.	Jan. 1, 1974
		4.4.6 Maintain information on ongoing programs that are available for visitation.	June 30, 1974
stablish a communi-ations network for he interchange of nformation on the ducation of the ifted and talented.	SEA Gifted and Talented Program Specialist	4.5.1 Conduct local and regional meeting with individual contact persons established in 4.2.1.	June 30, 1974
		4.5.2 Provide technical assistance to LEAs in writing of proposals for gifted and talented programs.	May 1, 1974
		4.5.3 Prepare a monthly article for publication in ALERT.	Monthly
		4.5.4 Prepare an annual report on the status of programs for the gifted and talented in Arizona for distribution to school district personnel, the Arizona State Board, and the Arizona Legislature.	June 30, 1974
		4.5.5 In cooperation with the Special Education Resource Center, establish a clearinghouse (library) for information on the gifted and talented.	Nov. 1, 1973

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
5. Budgetary considerations	5.1 Determine SEA administrative expenses.	SEA Gifted and Talented Program Specialist	5.1.1 Provide cost analysis of the following: --Full-time Gifted and Talented Specialist comparable with other SEA program specialists. --SEA program-support budget comparable to other SEA program budgets (e.g., consultative services, secretarial staff, travel, office expenses, materials, development and reproduction). --Program-operation costs at LEA level.
	5.2 Examine costs of various program alternatives.	SEA Gifted and Talented Program Specialist - - - - - - - - - - LEA Gifted and Talented Coordinators - - - - - - - - - - SEA Gifted and Talented Program Specialist - - - - - - - - - -	5.2.1 Conduct comprehensive excess-cost analysis study of alternative program models (e.g., per pupil, classroom unit, inservice education). 5.2.2 Provide SEA with necessary information. 5.2.3 Determine cost of preservice and inservice training in cooperation with LEAs, colleges, and universities. 5.2.4 Establish procedures for necessary research, and estimate expenses which will be incurred.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
Determine SEA administrative expenses.	SEA Gifted and Talented Program Specialist	5.1.1 Provide cost analysis of the following: --Full-time Gifted and Talented Specialist comparable with other SEA program specialists. --SEA program-support budget comparable to other SEA program budgets (e.g., consultative services, secretarial staff, travel, office expenses, materials, development and reproduction). --Program-operation costs at LEA level.	June 30, 1974
Examine costs of various program alternatives.	SEA Gifted and Talented Program Specialist - - - - - - - - - -	5.2.1 Conduct comprehensive excess-cost analysis study of alternative program models (e.g., per pupil, classroom unit, inservice education).	June 30, 1974
	LEA Gifted and Talented Coordinators - - - - - - - - - -	5.2.2 Provide SEA with necessary information.	June 30, 1974
	SEA Gifted and Talented Program Specialist - - - - - - - - - -	5.2.3 Determine cost of preservice and inservice training in cooperation with LEAs, colleges, and universities.	June 30, 1974
		5.2.4 Establish procedures for necessary research, and estimate expenses which will be incurred.	June 30, 1974

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
5. Budgetary considerations (cont.)			5.2.5 Estimate cost of comprehensive evaluations.
	5.3 Determine State program priorities.	SEA Gifted and Talented Program Specialist	5.3.1 Compare results of needs assessment, program alternatives, and cost of various programs.
	5.4 Select and modify program models based upon State's capabilities and resources.	SEA Gifted and Talented Program Specialist	5.4.1 Compare program models with State priorities and resources. 5.4.2 Negotiate modifications of proposed programs with LEAs.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
		5.2.5 Estimate cost of comprehensive evaluations.	June 30, 1974
Determine State program priorities.	SEA Gifted and Talented Program Specialist	5.3.1 Compare results of needs assessment, program alternatives, and cost of various programs.	June 30, 1974
Select and modify program models based upon State's capabilities and resources.	SEA Gifted and Talented Program Specialist	5.4.1 Compare program models with State priorities and resources.	June 30, 1974
		5.4.2 Negotiate modifications of proposed programs with LEAs.	June 30, 1974

ELEMENT	OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES
6. Strategies for Change	6.1 Develop strategies which can be employed to effect acceptance and application of State plan for education of gifted and talented students.	SEA Gifted and Talented Specialist	6.1.1 Analyze present legislation to determine need for modification and improvement. 6.1.2 Encourage formation of interested groups to create wide and continuing support for gifted education. 6.1.3 Support development of ongoing demonstration projects to provide sites for observation. 6.1.4 Establish system for communication between operating projects, State agencies, etc., to disseminate information and to increase public awareness (e.g., Governor's conference, workshops, special presentations, news media, liaison, etc.). 6.1.5 After analysis of progress in area of educating the gifted and talented, develop and submit for approval a State plan for 1974-'75.

OBJECTIVES	PRIMARY RESPONSIBILITY	IMPLEMENTATION OF OBJECTIVES	DATE OF ACCOMPLISHMENT
Develop <u>strategies</u> which can be employed to effect acceptance and application of State plan for education of gifted and talented students.	SEA Gifted and Talented Specialist	6.1.1 Analyze present legislation to determine need for modification and improvement.	June 30, 1974
		6.1.2 Encourage formation of interested groups to create wide and continuing support for gifted education.	June 30, 1974
		6.1.3 Support development of ongoing demonstration projects to provide sites for observation.	June 30, 1974
		6.1.4 Establish system for communication between operating projects, State agencies, etc., to disseminate information and to increase public awareness (e.g., Governor's conference, workshops, special presentations, news media, liaison, etc.).	June 30, 1974
		6.1.5 After analysis of progress in area of educating the gifted and talented, develop and submit for approval a State plan for 1974-'75.	June 30, 1974

STATE PLAN

SOUTH CAROLINA DEPARTMENT OF EDUCATION
GIFTED AND TALENTED

POSITION STATEMENT

The South Carolina Department of Education recognizes the right of all children and youth program of educational experiences which provides opportunities for development to the fu of their capabilities. The Department also recognizes that an enormous individual and so exists when extraordinary talent and capability among the state's children and youth go u and unfostered. Therefore, it is the intention of the South Carolina Department of Educa develop a program which will

1. Identify gifted and talented children and youth from all segments of society;
2. Provide a program of experiences which is substantially differentiated from the regular school program and is based on the unique developmental needs of the gif and talented; and
3. Provide financial resources and staff assistance to insure the implementation of program in school districts throughout the state.

Through a variety of instructional and organizational approaches, the program will be des to foster high level thinking and self-development processes. It will include provisions challenge the student through a multi-dimensional teaching approach. The ultimate goal o the program will be to develop within the individual a desire for excellence and a sense individual responsibility to self and society.

Appendix E

STATE PLAN

SOUTH CAROLINA DEPARTMENT OF EDUCATION
GIFTED AND TALENTED

POSITION STATEMENT

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onsibility to self and society.

FOREWORD

The planning tasks necessary to implement a program of experiences for gifted a talented children and youth are expected to require the services of a full-time staf member who would be assigned a staff position within the Division of Instruction. T individual will assume the major responsibility for organizing and administering the planning activities and subsequent statewide program implementation.

Hereafter, for the purpose of brevity in this plan, "gifted and talented" shall referred to as "gifted."

FOREWORD

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will assume the major responsibility for organizing and administering the
activities and subsequent statewide program implementation.
after, for the purpose of brevity in this plan, "gifted and talented" shall be
to as "gifted."

2.1 Assess needs.

The SEA will determine the approximate number of academically gifted pupils by July, 197 and the approximate number of creatively gifted pupils in the State by July, 1975.

2.1.1 The SEA will obtain test data from the Statewide Testing Program conducted i '71, '72, '73, to determine the number of pupils who fall in the top 2%, according national norms. This will provide an estimate of the number of pupils needing serv for academically gifted. (6/'74)

2.1.2 The SEA will develop or identify an instrument to enable school districts t identify pupils needing special programs for the creatively gifted. This will ena the SEA to determine the number of creatively gifted students who should be served.

2.2 Review research.

The SEA will review and summarize the research on gifted and talented and compile a bibl The SEA Office of Research, with resources provided by the ERIC Clearinghouse on Handicapped and Gifted and colleges and universities, will be utilized to accompli this objective. (6/'74)

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Office of Research, with resources provided by the ERIC Clearinghouse on

ped and Gifted and colleges and universities, will be utilized to accomplish

ective. (6/'74)

2.3 Survey history and current status.

The SEA will determine the history and current status of programs for gifted through the state through the administration of a survey instrument.

2.3.1 An appropriate instrument for survey of current status will be developed identified and circulated to LEAs. (1/'74)

2.3.2 Colleges and universities throughout the state will be contacted to dete course offerings available and appropriate for training teachers of the gifted.

2.3.3 The SEA will contact lay and professional groups to determine their atti regarding education of the gifted. (3/'74)

2.3.4 A survey instrument to determine the attitudes of gifted pupils regardin educational opportunities which should be available to them will be completed b principals, guidance counselors, and/or classroom teachers. (1/'74)

2.3.5 The results of all survey instruments will be summarized and analyzed to determine the needs. (4/'74)

2.4 Define gifted and talented, and potential size and scope. The SEA will initiat a strategy to define the potential target population of gifted and talented students and determine a proposed scope and size of programs needed to serve them. (See APPENDIX A for sample definition.)

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tegy to define the potential target population of gifted and talented
nts and determine a proposed scope and size of programs needed to serve
(See APPENDIX A for sample definition.)

2.4.1 The SEA will appoint a Task Force of eight to ten persons to review, analyze, and synthesize the status and need for a program for the gifted. (11/'

2.4.2 The SEA will award Title III, ESEA Planning Grants of $25,000 each to three (3) LEAs for the development of model programs to serve G/T. (7/'73)

2.4.3 The Task Force will submit a recommended definition and scope for the academically and creatively gifted under the provisions of the proposed State Plan for G/T. (5/'74)

(Recommendation will be based upon National Incidence Figures compared with statewide test results to arrive at a ratio of academically or intellectually gifted. The instrument for determining the creatively gifted will not be identified or developed prior to FY '75; therefore, the National Incidence Figure will be used to determine the number of creatively gifted to be served.)

2.5 Refine and synthesize the SEA purposes for gifted and talented education.

2.5.1 The SEA will provide leadership and assistance to the Task Force in reviewing, collating, and synthesizing pertinent information regarding gifted and talented. (ongoing)

2.5.2 The SEA will exchange ideas and information with other states and information systems (e.g., ERIC Clearinghouse on Handicapped and Gifted, N/S-LTI-G/T, SEA Research Information Unit, ongoing LEA programs for G/T, etc.). (ongoing)

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The Task Force will submit a recommended definition and scope for the
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or G/T. (5/'74)

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ation systems (e.g., ERIC Clearinghouse on Handicapped and Gifted,
I-G/T, SEA Research Information Unit, ongoing LEA programs for G/T,
(ongoing)

2.5.3 The Task Force and appropriate SEA personnel will observe gifted and talented programs in operation. (throughout FY '74)

2.5.4 The SEA will synthesize needs assessment, research and survey input, and make this synthesis available to the Task Force. (5/'74)

2.5.5 Following an evaluation of the programs proposed by the three LEA planning grants, the SEA will award one Title III, ESEA Developmental Grant for FY '75 and FY '76. (6/'74)

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alented programs in operation. (throughout FY '74)

.5.4 The SEA will synthesize needs assessment, research and survey input,
nd make this synthesis available to the Task Force. (5/'74)

.5.5 Following an evaluation of the programs proposed by the three LEA
lanning grants, the SEA will award one Title III, ESEA Developmental Grant
or FY '75 and FY '76. (6/'74)

GOALS AND OBJECTIVES

3.1 The first goal is to design and implement a state plan which provides for LEAs either individually or cooperatively, to establish appropriate programs for the education of every child who is identified as academically or creatively gifted in grades K-12. The procedures will be

3.1.1 To designate a staff position within the division of instruction

3.1.2 To appoint a Task Force for Gifted

3.1.3 To assess needs, conduct surveys, and analyze results (see 2.2)

3.1.4 To secure services of consultants 1/''74

3.1.5 To award a two-year developmental grant to one LEA

3.1.6 To determine the number of academically gifted students needing programs (see 2.1.1)

3.1.7 To determine the number of creatively gifted students needing programs (see 2.1.2)

3.1.8 To submit a fully developed state plan

3.1.9 To secure approval of plan.

3.2 The second goal is to identify and establish a variety of model programs for and talented. The activities required will be

3.2.1 To award planning grants to three LEAs

3.2.2 To locate gifted programs currently operating in the state and to conduct evaluations

TIVES

irst goal is to design and implement a state plan which provides for LEAs, ividually or cooperatively, to establish appropriate programs for the of every child who is identified as academically or creatively gifted in 2. The procedures will be

To designate a staff position within the division of instruction	9/'73
To appoint a Task Force for Gifted	11/'73
To assess needs, conduct surveys, and analyze results (see 2.2)	
To secure services of consultants	1/'74-4/'74
To award a two-year developmental grant to one LEA	6/'74
To determine the number of academically gifted students needing ams (see 2.1.1)	6/'74
To determine the number of creatively gifted students needing ams (see 2.1.2)	3/'75
To submit a fully developed state plan	5/'75
To secure approval of plan.	7/'75

econd goal is to identify and establish a variety of model programs for gifted ed. The activities required will be

To award planning grants to three LEAs	6/'73
To locate gifted programs currently operating in the state and to ct evaluations	6/'74

3.2.3 To receive from each LEA an innovative competitive grants application to initiate model programs 12

3.2.4 To announce competitive grants awards for development of innovative programs for gifted 3

3.2.5 To assist LEAs in implementation of pilot programs to serve as models 9

3.2.6 To evaluate programs for gifted already in operation 6

3.2.7 To identify model programs (see 2.3.1) 7

3.2.8 To award a two-year development grant to one LEA (see 2.5.5) 6

3.2.9 To assist LEAs to study and develop district plan for education of gifted.

3.3 The third goal is to provide state leadership for the training of teachers, administrators, and other personnel involved in the education of the gifted and tale Study committees will be appointed:

3.3.1 To establish criteria for identification of teachers of gifted F

3.3.2 To develop programs for staff development using planning and developmental models F

3.3.3 To identify professional personnel to assist in staff training F

3.3.4 To conduct intensive staff inservice programs and yearly follow-up for LEA program directors. FY '75 - F

o receive from each LEA an innovative competitive grants application

ate model programs 12/'73

o announce competitive grants awards for development of innovative

for gifted 3/'74

o assist LEAs in implementation of pilot programs to serve as models 9/'74

o evaluate programs for gifted already in operation 6/'75

o identify model programs (see 2.3.1) 7/'75

o award a two-year development grant to one LEA (see 2.5.5) 6/'74

o assist LEAs to study and develop district plan for education

d. /'75

d goal is to provide state leadership for the training of teachers,

s, and other personnel involved in the education of the gifted and talented.

ees will be appointed:

o establish criteria for identification of teachers of gifted FY '74

o develop programs for staff development using planning and

ental models FY '74

o identify professional personnel to assist in staff training FY '74

o conduct intensive staff inservice programs and yearly follow-

EA program directors. FY '75 - FY '80

3.4 The fourth goal is to provide criteria for the use of LEA in establishing progra
for gifted and talented. Study committees will be appointed:

3.4.1 To establish criteria for identification of teachers for gifted 6

3.4.2 To establish criteria for identification of academically gifted students 1

3.4.3 To establish criteria for identification of creatively talented students 6

3.4.4 To establish models for the evaluation of programs for gifted 6

3.4.5 To establish model for staff development activities. 6

3.5 The fifth goal is to develop an advocacy base by creating interest in public, p
lay, and professional groups. Information will be disseminated by publicizing the
following:

3.5.1 An announcement of gifted planning grants 4

3.5.2 Release of names of participants in N/S-LTI-G/T 7

3.5.3 An announcement of SDE staff position for gifted 9

3.5.4 The appointment of the TASK FORCE 10

3.5.5 The recommendations of the TASK FORCE 6

3.5.6 The brochure on state program for gifted

3.5.7 The announcement of technical assistance conference for LEAs

3.5.8 The announcement of training sessions

3.5.9 The production and presentation of informative slide-tapes, E.T.V.
productions, radio programs, and announcements. (ongo

th goal is to provide criteria for the use of LEA in establishing programs
d talented. Study committees will be appointed:

o establish criteria for identification of teachers for gifted 6/'74

o establish criteria for identification of academically gifted
1/'74

o establish criteria for identification of creatively talented
6/'74

o establish models for the evaluation of programs for gifted 6/'74

o establish model for staff development activities. 6/'74

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he appointment of the TASK FORCE 10/'73

he recommendations of the TASK FORCE 6/'74

he brochure on state program for gifted /'76

he announcement of technical assistance conference for LEAs /'75

he announcement of training sessions /'75

he production and presentation of informative slide-tapes, E.T.V.
ons, radio programs, and announcements. (ongoing)

5.1 The SEA will define and identify multiple criteria for the use of school distri identifying students to be served in programs for gifted. (See sections 2.1 and 2.4.

5.1.1 LEAs will be asked to assist in survey and identification of gifted stu

5.1.2 Criteria guidelines for identification will be published and presented districts to be utilized in establishing programs. ('75)

5.2 The SEA will publish criteria for the use of LEAs in selecting and training professional personnel to work in the program. ('76)

5.2.1 LEAs will be asked to designate a person to have the major responsibility for implementing a program within the district. ('75)

5.2.2 LEAs will be asked to develop a plan for identification, selection, and training of personnel to be utilized in the program based upon published criteria. ('77)

5.2.3 The LEA plan for gifted may include provisions for the employment and utilization of part-time resource personnel from outside the school setting, utilizing funds of off-roll district teaching positions, state funds for gifted program assistance, special federal funds, and/or other local and state funds. ('77)

will define and identify multiple criteria for the use of school districts in
students to be served in programs for gifted. (See sections 2.1 and 2.4.) ('74)
LEAs will be asked to assist in survey and identification of gifted students. ('74)
Criteria guidelines for identification will be published and presented to
ts to be utilized in establishing programs. ('75)
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LEAs will be asked to designate a person to have the major responsi-
for implementing a program within the district. ('75)
LEAs will be asked to develop a plan for identification, selection,
ining of personnel to be utilized in the program based upon published
a. ('77)
The LEA plan for gifted may include provisions for the employment and
tion of part-time resource personnel from outside the school setting,
ng funds of off-roll district teaching positions, state funds for
program assistance, special federal funds, and/or other local and
unds. ('77)

5.3 SEA will develop guidelines for districts specifying program options eligible
State support. ('77)

5.3.1 Utilizing a task force approach, the SEA will investigate various progr
approaches and will provide information. (Sec. 2.5) ('76)

5.3.2 SEA will develop a plan for the dissemination of program option informa
to school districts. ('76)

5.3.3 LEAs will be asked to develop a program implementation plan describing
process and content. (optional '77)

5.4 SEA will develop inservice education plans which include strategy for statewid
activities and models for LEA use along with recommended implementation schedules.

5.4.1 The SEA Task Force will recommend inservice plans and procedures. ('76)

5.4.2 The SEA will identify specific resource lists for inservice to include
consultants, materials, potential funding sources, and other similar
information. ('76)

5.4.3 SEA will disseminate inservice education guidelines to LEAs. ('76)

5.4.4 SEA will conduct a minimum of one leadership training seminar for
district personnel. ('75)

will develop guidelines for districts specifying program options eligible for
pport. ('77)

.1 Utilizing a task force approach, the SEA will investigate various program
roaches and will provide information. (Sec. 2.5) ('76)

.2 SEA will develop a plan for the dissemination of program option information
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.3 LEAs will be asked to develop a program implementation plan describing
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.2 The SEA will identify specific resource lists for inservice to include
ultants, materials, potential funding sources, and other similar
rmation. ('76)

.3 SEA will disseminate inservice education guidelines to LEAs. ('76)

.4 SEA will conduct a minimum of one leadership training seminar for
trict personnel. ('75)

5.5 SEA will develop appropriate evaluation models for LEA use in planning evaluation strategy consistent with program option utilized. ('76)

LEA will submit evaluation strategy as a part of district program plan based on program option chosen. (See 5.3.3.) ('77)

SEA will develop appropriate evaluation models for LEA use in planning
luation strategy consistent with program option utilized. ('76)

LEA will submit evaluation strategy as a part of district program plan
based on program option chosen. (See 5.3.3.) ('77)

6.1 Budgetary consiserations shall be dealt with in phases:

Phase I

1. Establish an SEA position at the supervisory level with provisions for secretarial services, travel, office and dissemination expenses, and equipment.

2. Establish a budget for the SEA Task Force to include the purchase of survey instruments, consultant services, library materials, and payment of travel.

3. Award ESEA Title III planning grants for gifted to three LEAs at $25,000 each, to be supported out of federal funds.

Phase II

1. Establish a budget for the SEA Task Force for creatively gifted children and youth to provide for purchase of survey instruments, consultant services, materials and supplies, and payment for travel.

2. Award one two-year ESEA Title III implementation grant at $75,000 per year to the LEA whose planning grant project document shows most promise as a model program for the state. (To be supported by federal f

3. Budget for one model G/T project in each congressional district. FY '75

tary consiserations shall be dealt with in phases:

FY '74

tablish an SEA position at the supervisory level with provisions
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uipment. $25,000

tablish a budget for the SEA Task Force to include the purchase
rvey instruments, consultant services, library materials, and
t of travel. $15,000

ard ESEA Title III planning grants for gifted to three LEAs
,000 each, to be supported out of federal funds.

FY '75

tablish a budget for the SEA Task Force for creatively gifted
en and youth to provide for purchase of survey instruments,
tant services, materials and supplies, and payment for travel. $15,000

ard one two-year ESEA Title III implementation grant at $75,000
ar to the LEA whose planning grant project document shows most
e as a model program for the state. (To be supported by federal funds.)

dget for one model G/T project in each congressional district. FY '75 $200,000

4. Support successful Title III competitive applications using federal funds.

5. Support leadership training seminar using federal and state funds (state $3,000) for each year, 1975-'80.

Phase III

Establish additional models (6) utilizing federal funds (Javits Bill) or state funds.

Phase IV

1. Budget for state aid for teachers for approved model programs at one teacher for each 75 pupils enrolled:

FY '76	$ 45,000
FY '77	90,000
FY '78	100,000
FY '79	120,000
FY '80	$1,297,500.

2. Budget for materials and supplies and identification of G/T children and y

FY '76	$130,000
FY '77	130,000
FY '78	130,000
FY '79	130,000
FY '80	130,000

upport successful Title III competitive applications using federal

.

FY '75

upport leadership training seminar using federal and state funds

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FY '76

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FY '77	90,000
FY '78	100,000
FY '79	120,000
FY '80	$1,297,500.

dget for materials and supplies and identification of G/T children and youth:

FY '76	$130,000
FY '77	130,000
FY '78	130,000
FY '79	130,000
FY '80	130,000

PROPOSED LEGISLATION

7.1 Legislative proposal will be developed to be approved by State Board and submitted for approval by the General Assembly, which will amend State Education Legislation to include

1. State support for teaching positions
2. Extra costs for one-time identification costs
3. Added costs for program operation allotted on a per pupil basis.

GISLATION

egislative proposal will be developed to be approved by State Board and
ted for approval by the General Assembly, which will amend State Education
ation to include

. State support for teaching positions

. Extra costs for one-time identification costs

. Added costs for program operation allotted on a per pupil basis. ('76)

APPENDIX A
(to the So

DEFINITION:

Gifted and talented children and youth are those who are identified by professi and other qualified individuals as having outstanding abilities and who are capable high performance. These are children and youth whose abilities, talents, and potenti require differentiated educational programs and/or services beyond those normally pr by the regular school program in order to realize their contribution to self and soc The term "gifted and talented" shall include four major categories:

1. Academically gifted students who exhibit high intellectual potential and the ability to master the symbolic codes;

2. Creatively gifted students who manifest creative thinking, and/or demonstrate creative abilities in visual or performing arts;

3. Kinesthetically gifted students who demonstrate superior psychomotor ability, including those with exceptionally fine motor coordination; and

4. Psychosocially gifted students who exhibit outstanding leadership.

APPENDIX A
(to the South Carolina Plan)

l and talented children and youth are those who are identified by professionals
qualified individuals as having outstanding abilities and who are capable of
rmance. These are children and youth whose abilities, talents, and potential
fferentiated educational programs and/or services beyond those normally provided
ular school program in order to realize their contribution to self and society.

ifted and talented" shall include four major categories:

ademically gifted students who exhibit high intellectual
otential and the ability to master the symbolic codes;

reatively gifted students who manifest creative thinking,
d/or demonstrate creative abilities in visual or performing
rts;

inesthetically gifted students who demonstrate superior
sychomotor ability, including those with exceptionally fine
otor coordination; and

sychosocially gifted students who exhibit outstanding leadership.